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ABSTRACT

Prepared as a guide for community college trustees, this monograph discusses issues involved in the legislatively mandated annual evaluation of community college presidents in Florida. Following a general overview of presidential evaluation and legal bases for evaluation, eight issues, phrased as questions relating to presidential evaluation, are discussed. The first issue is whether or not a college should evaluate its president. This issue is discussed in terms of benefits from presidential evaluations, purposes for an evaluation, and potential pitfalls, including public relations problems and problems with the evaluation process itself. The second issue is whether an evaluation should be formal or informal. Advantages of both are listed, as well as other approaches and Florida requirements. The next issues relate to the criteria and types of rating scales which should be used in an evaluation. The fifth issue is who should conduct or participate in an evaluation. The sixth issue is when an evaluation should be conducted. The seventh is how the results should be reported, keeping in mind that the purpose of reporting results should be to improve the quality of the administration and programs of the college. The final issue is how positive changes can be made after an evaluation. Four appendixes are attached which describe the legal duties and responsibilities of presidents, give examples of rating scales and evaluation forms, and provide eight references. (JMC)

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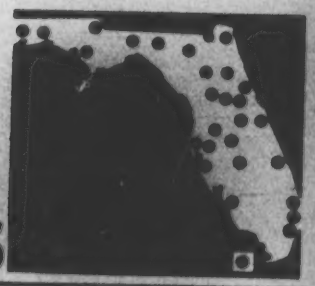

TRUSTEE MONOGRAPH SERIES

PRESIDENTIAL EVALUATION: ISSUES AND EXAMPLES

JC 900 109

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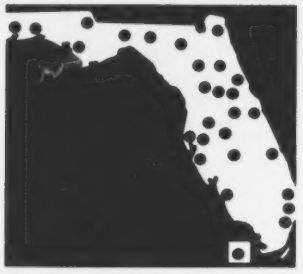

TRUSTEE MONOGRAPH SERIES

PRESIDENTIAL EVALUATION:
ISSUES AND EXAMPLES

INTRODUCTION

An issue of great importance annually facing community college trustees across the nation is the evaluation of their president. Some experts view the evaluation process as an essential part of good management practices. Others freely express their concern that evaluations, particularly formally conducted and reported evaluations, can only lead to diminishing the effectiveness of the president and severely damaging the operation of the college. The process is compared to a successful operation in which the patient either survives, thrives, or dies.

Florida law (Section 240.311, F.S.) and rule (6A-14.26, FAC) require that the board of trustees of each of Florida's 28 community colleges evaluate the president annually. Many questions have been raised concerning appropriate procedures and techniques which, if properly implemented will provide a strengthened president and board. This document has been generated to assist trustees in:

- understanding the range of issues related to presidential evaluation, and
- providing examples of optional methods which may be adapted for use by trustees.

It is designed to stimulate further questions concerning presidential evaluations and help in the decision process trustees will use in establishing policies and procedures for evaluating their presidents.

GENERAL PERSPECTIVE

A 1984 study conducted by Nason indicated that more than 90% of the nation's public community colleges evaluate their president either formally or informally. More than half of the respondents stated that a clearly defined written process was used. The recently completed Report of the ACCT (Association of Community College Trustees) Special Committee on Presidential Evaluation (1986) states that:

> *Selection of a chief executive and the development of a sound working relationship with the person selected are fundamental responsibilities of a board of trustees for a community college. A decision regarding whether or not to conduct a formal evaluation of performance will have a definite bearing on that relationship, and, given an affirmative decision, the type of process utilized can enhance or detract from the ability of the chief executive to conduct operations of the institution." (p. 3)*

A more challenging view comes from James Fisher (president of the Council for Advancement and Support of Education) and Gary Quehl (president of the Council of Independent Colleges). They state that formal evaluations are:

> *the single greatest barrier to a healthy future for higher education. (1984)*

With such diverse views on this controversial topic, trustees should consider carefully the purposes and procedures employed in conducting presidential evaluations. As a trustee, how will you approach this critical task? How can you ensure that the impact of the evaluation is positive for the college and not detrimental? We recommend these and other issues be considered annually as part of the trustee's responsibilities.

LEGAL BASIS

Section 240.311(3)(f), Florida Statutes states:

(3) The State Board of Community Colleges shall:
(f) Specify, by rule, procedures to be used by the boards of trustees in the periodic evaluations of presidents and formally review the evaluations of presidents by the boards of trustees.

The accompanying rule (6A-14.26, FAC) reads:

> *(3) Evaluation. At the time the contract is issued, the board of trustees shall inform the president of duties and responsibilities, of the procedure by which performance shall be evaluated, and of the criteria for evaluation. Evaluations shall cover each duty and responsibility, whether assigned by the board of trustees or specified in law or rule. The board shall evaluate the president annually. The evaluation and the findings shall be in writing, and shall be submitted, immediately after acceptance by the board of trustees, to the State Board of Community Colleges for review.*

State Board of Community Colleges (SBCC) staff developed a comprehensive listing of all of the duties and responsibilities of presidents as specified in statute and rule (see Appendix for complete listing). A total of 62 separate citations were identified.

Staff also conducted an analysis of responses to a May 17, 1985 letter requesting assistance and advice on the issue of presidential evaluations. The 28 colleges conduct presidential evaluations in different ways. Many use checklists, but the content of the checklists vary considerably in format and specificity. Two colleges appear not to use any forms. No two colleges used the same form.

Currently, the law and rule require annual presidential evaluations. Eight issues are identified in this document around which to structure a review of current procedures and recommended practices. These issues may also serve as organizers as you discuss presidential evaluation procedures.

ISSUE 1: SHOULD WE EVALUATE THE PRESIDENT?

Florida law currently requires annual presidential evaluation by trustees. A thorough understanding of best practices in this area as well as potential pitfalls will assist you in conducting the evaluation most productively.

BENEFITS FROM PRESIDENTIAL EVALUATIONS

ACCT states that "All who have ever served as trustees or chief executives recognize that evaluation takes place. The decision to formalize a process, if implemented properly, can provide a framework within which discrepancies and minor differences can be corrected before they get out of hand." (1986, p. 3) Nason (1984) states that "Some assessment or evaluation of presidential performance and qualities of leadership inevitably takes place." (p.9) The question, according to Nason, is not whether to evaluate but how to evaluate. Proponents of presidential evaluations state that evaluations:

- stimulate the leadership and productivity of the president
- assess the strengths as well as the weaknesses of the president at the same time that the board assesses the accomplishments and shortcomings of the college
- provide a formal mechanism for information exchange relative to the state of the college among the board, the president, and in some cases may include the faculty and staff, the alumni, students and the community(ies) served by the college
- determine the effectiveness of the college in responding to the needs of the community(ies) it serves
- determine how the president has fulfilled the promise shown in either the original selection and appointment process or expectations identified in the reappointment process
- assess the incumbent president's ability, management style, and suitability to continue to meet the evolving needs of the college

PURPOSES FOR AN EVALUATION

There are many purposes for evaluating the president beyond fulfilling the requirements of the law. Nason (1984) lists eight purposes:

1. to fulfill the board's responsibility for the well-being of the institution

2. to strengthen the president's position and improve performance
3. to review and improve the governance of the institution
4. to review and reset institutional goals
5. to educate trustees, faculty and others on the president's role
6. to decide whether to retain or fire
7. to set an example for faculty and staff evaluations
8. to set salary

POTENTIAL PITFALLS

Fisher (1986) states that "It may not be a coincidence that the acknowledged leadership crisis in higher education has come hand in hand with the increasing practice of presidential assessment....Presidential assessment as usually conducted leaves a less effective president." Problems identified by Fisher and others include:

Authority of the President's Office

- evaluations undermine the status and authority of the office, further politicizes the president's role, and -- in the long run -- demoralizes the entire community
- evaluations limit the pool of outstanding candidates for president to those willing to submit to an evaluation

Public Relations Problems

- evaluations offer a stage for confrontation which can be divisive to the college
- evaluations conducted in public inhibit frank discussions of strengths and weaknesses of the president, thus encouraging less than candid reports
- regardless of how evaluation results are presented, the public and press will exaggerate the importance of negative statements

Problems with the Evaluation Process

- evaluations using standardized criteria of performance do not address the critical competencies of human interactions
- evaluations are subjective and lack consistency
- trustees who are laypersons appointed for limited terms are not qualified to evaluate the president's administration
- evaluations accentuate the contrast between the inexperience of board members and the extensive experience of the president
- evaluations focus the attention of the board on periodic evaluation instead of continuous monitoring of the status of the college and effectiveness of the president

You may be aware of situations in which trustees refrained from stating any suggestions for improvements to avoid the appearance of dissatisfaction with the president. The outcome can be a report that the community and faculty consider a whitewash, thus losing credibility for both the board and the president.

Another scenario is of the president who has been performing well in most areas of responsibilities. Under the pressure of an evaluation, the board listens to a minor, but very vocal group of dissatisfied faculty members expound on one relatively minor issue. The media picks up on the issue with several highly publicized stories. The president's position is damaged by the adverse publicity, swaying two board members to record negative judgments on the president's relationship with the faculty. The situation diminishes the public's confidence in the community college.

Overcoming these objections may well be the key to a successful evaluation process. Conducting an evaluation that is organized well and implemented consistently and fairly will reduce the negative impact of the evaluation process.

ISSUE 2: SHOULD THE EVALUATION BE FORMAL OR INFORMAL?

Formal presidential evaluations are typified by most or all of the following:

- announced purposes and procedures for the evaluation
- established timeframes for completion
- checklists, statements, or both
- individual ratings by each trustee
- open group discussions of findings
- written reports documenting the procedures and results

Informal evaluations are typified by:

- individual oral interviews by trustees with selected people such as staff, students, and community members
- indefinite timeframes
- closed door discussions by the board of the results
- oral presentation of results only to the president

FORMAL EVALUATION -- ADVANTAGES

Formal evaluations provide a systematic opportunity for the board and the president to take stock of the current status of governance at the college and plan appropriately for improvements. The procedures and philosophy underlying formal evaluations are in accord with the "government in the sunshine" philosophy of our state. The advantages of formal evaluations are that they are more likely to:

1. focus attention on the governance of the college instead of the personality or working style of the president
2. can be an integral part of the planning process for the college by assessing and reformulating goals and objectives
3. provide a rational, orderly, and systematic approach to presidential evaluation
4. reveal the complexity of the president's job
5. show the way in which the board and president cope with administrative problems and change

6. strengthen the position of the board by highlighting their supervisory responsibilities

7. stress accountability for both the board and the president, thus emphasizing the role of board members in the wise management of the public "trust" bestowed on them

INFORMAL EVALUATION -- ADVANTAGES

In the eyes of many, informal evaluations get the job done with the greatest efficiency and least amount of risk. Why use a bulldozer when a spade is all that is needed? If the trustees are monitoring appropriately and continuously the tenor of the campus administration, the evaluation process should be a simple recording of already known strengths and suggestions. Advantages of informal evaluations include that they:

1. allow the trustees to maintain control of the process by limiting the input to the process of other groups such as faculty or alumni

2. avoids the publicity associated with formal evaluations

3. creates a minimum amount of disturbance in the college since only trustees may know an evaluation is taking place

4. facilitates confidential reporting to trustees which may provide more reliable information than publicly reviewed results of surveys and interviews

5. require very little advanced planning or organization

Informal evaluations can be conducted quietly and efficiently. Reports can be in the form of a letter to the president, an oral presentation at a board meeting, or an informal conversation with the president at the conclusion of the process sharing strengths and areas for improvement.

Informal evaluations may accomplish the board's responsibility to evaluate presidential performance without the benefits which can be realized through a formal process. The informal setting may bypass a review of the institution's goals and objectives and concentrate on personality and style rather than program accomplishments.

OTHER APPROACHES

Some experts advocate using informally collected information within a formal, publicly announced process. Others, such as Fisher (1986) advocate an evaluation process based on a modified management by objective (MBO) process. In this process, the board and president agree in advance on the institutional objectives to be accomplished in a given span of time. An external consultant is hired to review the progress toward the objectives and the role of the president in accomplishing the objectives. This process removes the subjectivity from the realm of the board and emphasizes the governance of the college instead of the personality of the president.

FLORIDA REQUIREMENTS

How can you decide the best strategy for implementing evaluations in your college? Initially, you will need to consider Florida law and rule which specifies that presidential evaluations be conducted annually and reported in writing. Unless the law is changed, all boards of trustees must comply with the law. Legally, the evaluation must address each duty and responsibility of the president, and there must be criteria for evaluation of the president. The report must be written. Most of these Florida requirements are part of a formal evaluation process. Consider and discuss among your other board members the issues surrounding formal versus informal evaluations as well the other issues in this booklet that address methods for conducting evaluations.

ISSUE 3: WHAT TYPES OF CRITERIA SHOULD BE USED?

In either a formal or informal evaluation process, criteria should be developed on which to base the judgments of the trustees. Using criteria helps to make sure that all trustees consider the same factors in making judgments. Criteria should be stated clearly enough for all trustees to understand what is meant by the criteria. Ambiguous terms and phrases should be avoided. The consistency, and hopefully the reliability, of the process is improved when trustees use the same clearly stated criteria.

The rule implementing the law on presidential evaluation currently states that "Evaluations shall cover each duty and

responsibility, whether assigned by the board of trustees or specified in law or rule." The Appendix contains each reference in law and rule to the duties and responsibilities of the president. Obviously, making individual judgments on each of the 62 items listed can be a tedious, and perhaps trivial, task. Furthermore, there may be other important factors in an effective president which are not addressed through the detailed listing of duties and responsibilities.

Conducting an evaluation based on criteria for each of the 62 responsibilities may be like trying to appreciate a Rembrandt painting by examining the individual brush strokes. Some presidential evaluation forms group and restructure the many duties and responsibilities of the president into broad categories such as board relations, planning, external responsibilities, organization, operational management, and records. The individual responsibilities are then listed or paraphrased to form individual criteria such as "Conducts studies essential to planning for the college's operation." Judgments can then be formed on each criterion and summed to rate the overall category. Alternatively, an overall judgment on the category can be made after considering performance on the subordinate criteria in the category.

Some presidential evaluation criteria are broad statements addressing factors not mentioned in law or rule: e.g. "Is respected at the local, state, and national levels," "Possesses sound moral character," or "Is totally dedicated to his job." These criteria provide an opportunity to review the president on personality characteristics which may affect board/president and president/faculty relations. Critics, however, point out that they are difficult to define precisely enough so that all trustees will interpret them the same way. What one board member may consider to be "sound moral character" may not be acceptable to another trustee.

Broad criteria introduce a more subjective element into the evaluation process. Shafer (1980) states that evaluations based on such criteria result in trustees selecting and maintaining presidents who are like themselves rather than the most effective president. "...the measure becomes alikeness. This has been labeled 'conformity,' and the product called the 'organization man.'" (p. 31)

Some institutions have a formal planning process resulting in long and short-term goals and objectives for the college. Accomplishment of these performance goals and objectives can serve as a basis for an evaluation of the president, as recommended by Fisher (1986). This process incorporates the legal requirements of the position of president with other

important performance goals and activities for the president. According to Fisher:

> *This kind of review does not threaten the president's leadership of the primary constituency because it does not involve user-group techniques, campus interviews, or publicity. In this approach, the president is assessed primarily on the basis of results achieved relative to a mutually accepted set of goals and objectives. The review considers presidential style and image but as a complement to bottom-line performance rather than as an independent variable. (p.21)*

ISSUE 4: WHAT TYPES OF RATING SCALES SHOULD BE USED?

If your board has decided to use criteria in judging the presidential evaluation process, you will probably want to consider using a **rating scale** as well. A properly phrased criterion should not contain qualitative statements such as "very well" or "poorly". Judgments on the degree or extent to which the president meets the criterion or performance goal should be reflected in the rating scale. Many presidential evaluation forms have rating scales to use in recording judgments on performance goals or criteria.

Scales can range from yes/no to nine-point anchored scales. Studies in measurement theory have documented that most humans cannot make reliable judgments on scales that contain more than seven points. With judgments of human characteristics, five-point scales usually provide enough opportunity to differentiate different levels of the president's attainment of each criterion. A two-point yes/no scale, however, gives the trustee no opportunity to mark an in between judgment, forcing almost all "yes" responses even when the true judgment might be less positive.

At a minimum, the scale should be anchored. That means the end points of the scale are defined. For example, an anchored 5-1 point scale would have 5 defined as outstanding and 1 defined as unacceptable.

1	2	3	4	5
Unacceptable	Needs Improvement	Good	Excellent	Outstanding

Most scales contain a definition for each scale value. For example, "Outstanding" may be defined by the board with statements such as "the best possible performance" and "no president could perform better." "Excellent" may be defined as "almost always performed well," while "Good" may be defined as "usually performed well."

Even better is providing examples of what makes the difference between "Excellent" and "Outstanding." If the criterion is "Operates the College in a financially prudent manner," the definitions of the points on the rating scale may be defined by such factors as:

- number of years in which no financial audit exceptions were identified
- extent to which expenditures are made within established budget categories rather than requiring budget amendments to accommodate needed purchases of services and goods
- extent to which annual expenditures match revenue projections
- accurateness of financial reports presented to the board
- number of commendations received by state officials for financial management

The Appendix contains examples of different scales that may be used in evaluation forms.

Most important, however, is that all trustees on the board and the president are interpreting the scale points in the same way. Use specific hypothetical examples to talk about and describe the scale points prior to applying the scale. Record these examples so that all trustees can use them in the evaluation process. This process will help keep the use of the scale consistent across trustees.

Another approach to use in combination with a rating scale is to have trustees record comments or descriptions of how the president has met each criterion or performance goal. These writtencommentsprobablyprovidemoremeaningfulsuggestions for improvements than the recorded judgments on the scale points. For example, the rating form may present each criterion with an open space for comments.

Criterion	Comments
"Responds to the needs of students"	

Trustees are then encouraged to record specific actions on which their ratings were based. These comments are very useful in formulating overall commendations and suggestions for improvements from the board to the president.

ISSUE 5: WHO SHOULD CONDUCT OR PARTICIPATE IN THE EVALUATION?

The law clearly states that the board has the responsibility for evaluating the president. Indeed, as a trustee, you are involved continuously in collecting and storing information that is used to evaluate the president. Other people and groups, however, may be involved formally in the evaluation process.

Structured interviews can be arranged with each trustee asking the same set of questions. Written surveys can be used if you want to maximize confidentiality and anonymity.

Some experts propose that the evaluation be conducted in conjunction with a board self-examination so that the process is part of an overall examination of governance jointly conducted. The set of 24 performance goals for trustees can be used by the board to conduct a joint process examining the effectiveness and efficiency of the policy and decision making process for the college. This approach removes some of the negative attitudes associated with presidential evaluation by demonstrating the board's philosophy that routine evaluation is part of good management.

The State Board of Community Colleges staff have extracted from the laws and regulations a list of the duties and responsibilities of trustees. This list may also be of use in organizing and conducting a self-evaluation by the board in conjunction with the presidential evaluation.

ISSUE 6: WHEN SHOULD THE EVALUATION BE CONDUCTED?

As a trustee, you will constantly be collecting information that later will be used in the evaluation of the president. Presidential evaluation is in reality an ongoing, continuous

function of the trustees. Documenting the results in a formal process or report, however, should be scheduled and planned in advance.

Both the frequency and duration of the timing of an evaluation is important. The regulation states that the board shall evaluate the president annually but does not state at what time of the year the process should be conducted. Some experts advocate timing the evaluation to precede renewal of the president's contract. With this timing, the board has a basis for determining any needed changes in the contract or a justification for non-continuation if that is deemed necessary.

Other experts argue that it is best to separate the evaluation process from decisions on retention or dismissal. If the purpose of the evaluation is to strengthen the president's performance, the evaluation may be conducted best at a time when dismissal does not loom over the heads of the trustees and president alike.

Duration of the evaluation process will be determined by the degree of formality involved. If the process is informal questioning by trustees of selected faculty, administrators, and community members, the time span may be only two-to-three weeks. Surveys conducted by Nason (1984) documented that most formal presidential evaluations extend over two-to-four months. Careful planning is needed in any case to ensure a smooth process.

ISSUE 7: HOW SHOULD RESULTS BE REPORTED?

The purpose of reporting results of any presidential evaluation should be to improve the quality of the administration and programs of the college. Currently, regulation requires that the report of the annual presidential evaluation be presented in writing. In our state, written evaluation reports of college presidents are considered public records open for review by the press.

The report may take the form of a letter briefly summarizing the process followed and results with commendations and recommendations. A more detailed report may be appropriate for evaluations in which information has been collected through a survey of trustees. Keep in mind, however, the negative impact that may be generated by presenting detailed findings. Avoid any reporting that may present personally identifiable results.

Detailed reports may include such information as:

- why was the evaluation conducted?
- what were the purposes of the evaluation?
- who conducted the evaluation?
- who contributed to the evaluation?
- what was the process used to collect information
- how were data analyzed from different groups?
- what safeguards were employed for confidentiality?
- what safeguards were used to keep responses secure?
- how were the recommendations generated?

The report should be organized to be easy to read. Place results and recommendations in a visible location followed by supporting data, if used.

Consider how oral reports can be used as well. Plan in advance how board members will handle releasing information to the press on the results. Emphasize the positive findings and the unified stance of the board on recommendations. Nason (1984) states: "Whether it be a simple statement or a full report, which many boards have made available in the interests of full disclosure, some public statement on where the board and the president stand is desirable as a conclusion to the exercise." (p. 33)

ISSUE 8: HOW CAN POSITIVE CHANGES BE MADE?

After spending all the time and effort to conduct the presidential evaluation, the results should be used to improve the administration and the quality of the programs for students. After all, that is the underlying rationale for the entire process. How can you make sure that the time wasn't wasted? Here are several suggestions:

1. Make specific recommendations in the report for improvements

2. Link the recommendations to the goals and objectives of the college

3. Have the president develop or incorporate into the planning process a plan for implementing the recommendations. Specify such things as what steps will be taken, target dates for accomplishing the steps, and who will be responsible for the action steps.

4. Make sure the results are used in goal setting for future years of the college.

5. Use the results from one annual evaluation in the process for the succeeding evaluation to ensure that recommendations have been implemented or initiated.

6. Take the time to review the process used in the presidential evaluation. This is called meta-evaluation and can be as simple as a discussion among board members. Use the results to improve the process each year.

The board and the president should work together cooperatively to ensure that the results will be used positively for the college. Stating the purposes in advance and incorporating the presidential evaluation in an overall review of the governance of the college will assist in establishing the positive climate for the evaluation.

Keep in mind the strain and impact that the presidential evaluation will have on all participants. It is not easy for either trustees or for the president to undergo the process. Shafer (1980) states that:

> *"the evaluation of the chief executive must contribute to improved performance and also heightened morale if it is to be a worthwhile activity." (p. 32) He also quotes an anonymous poem:*
>
> A man knocked at the heavenly gate,
> His face was scarred and old.
> He stood before the Man of Fate
> For admission to the fold.
> "What have you done," St. Peter asked,
> "To gain admission here?"
> "I've been a president, Sir," he said,
> "And evaluated year after year."
> The pearly gates swung open wide;
> St. Peter touched the bell.
> "Come in and choose your harp," he said,
> "You've had your share of hell."

APPENDIX

1. Legal Duties and Responsibilities of Presidents
2. Rating Scales
3. Examples of Evaluation Forms
4. References

EXAMPLE 1

Duties and Responsibilities of Presidents
As Specified in Statute and Rule

1. "Each regional coordinating council shall consist of the . . . president of the community college . . . ." (The president may send a designee.) 228.074(2)(4), FS.

2. "Each president . . . shall have authority . . . to expel, suspend, or otherwise discipline any student . . . ." 240.133(3), FS.

3. Follow fiscal policies adopted by the legislature. 240.311(3)(e), FS.

4. "A community college president shall be the executive officer and corporate secretary of the board of trustees as well as the chief administrative officer of the community college, and all the components of the institution and all aspects of its operation are responsible to the board of trustees through the president." 240.313(6), FS.

5. The president shall "deliver to the board (of trustees) all data and information required by the board in the performance of its duties." 240.313(7), FS.

6. Recommend rules, procedures, and policies to the board of trustees. 240.319(2), FS.

7. Recommend the employment of personnel to the board of trustees. 240.335(1)(a), FS.

8. Authorize the release of limited access employee records. 240.337, FS.

9. ". . . the required classroom contact hours per week may be reduced on approval of the president . . ." 240.341, FS.

10. Approve sick leave or designate a representative to do so. 240.343, FS.

11. Convey to the board of trustees recommendations for vocational program improvement that were developed by college placement personnel. 240.355(1), FS.

12. Recommend a budget to the board of trustees. 204.361, FS.

13. File with the executive director a copy of the organizational proceedings of the annual meeting of the board of trustees. 6A-14.242, FAC.

14. Notify the executive director of changes in the board of trustees chair. 6A-14.242, FAC.

15. Call special meetings of the board of trustees when requested by a majority of the board. 6A-14.243(2), FAC.

16. Sign the minutes of board of trustees meetings. 6A-14.247(1), FAC.

17. Have custody of the permanent minutes of board of trustees meetings. 6A-14.247(1), FAC.

18. Obtain board approval for exceptions to rules of the board of trustees. 6A-14.247(1), FAC.

19. Recommend to the board of trustees positions to be filled, minimum qualifications for the positions, and employees for the positions. 6A-14.247(6), FAC.

20. Sign in behalf of the board of trustees as authorized by the board. 6A-14.247(10), FAC.

21. "Exercise general oversight of the college to determine needs and recommend improvements." 6A-14.261(1), FAC.

22. "Advise and counsel the board of trustees and recommend board action." 6A-14.261(2), FAC.

23. "Recommend and enforce rules of the board of trustees." 6A-14.261(3), FAC.

24. "Recommend and enforce minimum standards for the operation of college programs and for student completion of instructional programs." 6A-14.261(4), FAC.

25. "Perform duties and exercise responsibilities assigned by law, by rules of the State Board of Education, and by the board of trustees." 6A-14.261(5), FAC.

26. "Delegate authority necessary to insure that laws and rules are executed efficiently." 6A-14.261(6), FAC.

27. "Advise and counsel the board of trustees and seek the advice and counsel of the board. Recommendations, nominations, proposals, and reports to the board from the president shall be recorded in the minutes or shall be made in writing, noted in the minutes, and filed in the public records of the board. In the absence of such record, the recommendations, nominations, proposals, and reports shall be presumed consistent with action by the board." 6A-14.262(1), FAC.

28. "Attend, but not vote at, all meetings of the board of trustees except when on authorized leave or when excused for official travel." 6A-14.262(2), FAC.

29. "Keep minutes of all official actions and proceedings of the board of trustees and keep such other records, including records of property held or disposed of by the board, as may be necessary to provide complete information regarding the college." 6A-14.262(3), FAC.

30. "Act for the board of trustees as custodian of all college property. Recommend plans for contracting, receiving, purchasing, acquiring through condemnation, leasing, selling, holding, transmitting and conveying title to real and personal property. Recommend plans for holding in trust and administering real and personal property, money, and other things of value, granted, conveyed, devised or bequeathed for the benefit of the college." 6A-14.262(4), FAC.

31. "Recommend to the board of trustees a long-term program concerned with the location and development of college buildings, transportation, personnel, instruction, student development services, and other educational features involving the interest and welfare of the students and citizens of the district over a period of years. Recommend to the board an annual program concerned with the budget, sites to be purchased, buildings to be constructed, personnel, instruction, student development services, and all other phases of the college program developed in harmony and conformity with the long-term program." 6A-14.262(5), FAC.

32. "Recommend to the board of trustees the establishment, organization, and operation of programs, classes, and services, including but not limited to: holidays and vacation periods, plans and procedures for cooperating with other colleges and agencies, plans for the establishment, maintenance, and operation of a food services program." 6A-14.262(6), FAC.

33. "Be responsible for college personnel and:

(a) Recommend to the board of trustees positions to be filled, minimum qualifications required for each position, and persons to fill the positions.

(b) Recommend to the board a salary schedule or schedules for paying employees.

(c) Recommend to the board terms of employee contracts and prepare such contracts as are approved.

(d) Recommend to the board the transfer of employees. During emergencies, transfer employees as necessary and report the transfers to the board at its next regular meeting.

(e) Recommend to the board the suspension of employees. During emergencies, suspend employees until the end of the day of the next regular or special meeting of the board. Notify the board immediately of such suspension. When authorized, notify suspended employees of the charges and the date of hearing. Dismiss employees according to law, rule, and board policy.

(f) Direct the work of and provide leadership for the improvement of employees. Provide for the supervision and improvement of instruction.

(g) Designate an administrator to act for the president during the temporary absence or incapacity of the president and during emergencies." 6A-14.262(7), FAC.

34. "Recommend to the board of trustees rules to account for students, including admission, classification, attendance, control, discipline, promotion, suspension, explusion, and graduation." 6A-14.262(8), FAC.

35. "Provide for the development and improvement of instructional programs." 6A-14.262(9), FAC.

36. "Be responsible for the college plant:

(a) Recommend to the board of trustees a physical facilities acquisition and utilization program.

(b) Recommend to the board physical facilities alterations, repairs, plans, specifications, furnishings, and equipment.

(c) Provide for the maintenance of the plant and grounds, assuring safety and sanitation.

(d) Recommend to the board adequate insurance coverage of college property.

(e) Recommend to the board the condemnation and removal of buildings when appropriate." 6A-14.262(10), FAC.

37. "Be responsible for administration of financial matters and:

(a) Determine the funds necessary to operate the college.

(b) Propose to the board of trustees an annual budget. After action by the board, submit the budget to the Division of Community Colleges.

(c) Recommend to the board the borrowing of money when necessary.

(d) Maintain accurate records of all financial transactions as prescribed by the Division of Community Colleges.

(e) Submit financial reports to the Division of Community Colleges as required, with copies to the board.

(f) Bond employees as provided by law and board rules.

(g) Recommend to the board the terms, conditions, and specifications for contracts for supplies, materials, and services, including audits. See that materials, supplies, and services are provided according to contract." 6A-14.262(11), FAC.

38. "Submit reports to the Division of Community Colleges as required." 6A-14.262(12), FAC.

39. "Enforce laws, rules of the State Board of Education, and rules of the board of trustees." 6A-14.262(13), FAC.

40. "Attend meetings of presidents called or scheduled by the Division of Community Colleges and participate in professional and general development activities." 6A-14.262(14), FAC.

41. "Leave with the board of trustees and make available to the successor a complete inventory of college property, together with all official records and such other records as may be needed in supervising instruction and administering the college." 6A-14.262(15), FAC.

42. "Have or designate custody of the college seal and authenticate true copies of decisions, acts, and documents when required by law, rules of the State Board of Education, or rules of the board of trustees." 6A-14.262(16), FAC.

43. "Cause complete and accurate records of absences of college personnel to be kept. Records shall include exact date(s) and the nature of the cause of absences." 6A-14.262(17), FAC.

44. Recommend personnel for continuing contract. 6A-14.411(1)(c), FAC.

45. Recommend dismissal of continuing contract personnel. 6A-14.411(4), FAC.

46. Recommend the return of continuing contract personnel to annual contract. 6A-14.411(4), FAC.

47. Recommend dismissal of contract personnel prior to the contract expiration date. 6A-14.411(6), FAC.

48. Recommend personnel otherwise entitled to a continuing contract for an annual contract. 6A-14.412, FAC.

49. Determine when substitute personnel are needed or designate a representative to do so. 6A-14.441, FAC.

50. Certify that personnel leave was authorized and granted when necessary. 6A-14.47(3)(c), FAC.

51. Have sole custody of keys to personnel records or designate a representative to do so. 6A-14.47(4), FAC.

52. Approve expenditures from student fees for student activities. 6A-14.57(1), FAC.

53. Be responsible for the management of the college. 6A-14.60(7), FAC.

54. Approve normal operating purchases not subject to bidding or designate a representative to do so. 6A-14.73(1), FAC.

55. Assure that purchases "conform to predetermined standards and specifications and that maximum value is received." 6A-14.73(2), FAC.

56. Present to the board of trustees lists of the warrants issued. 6A-14.73(5), FAC.

57. Designate the petty cash fund custodian and provide for adequate internal controls. 6A-14.735, FAC.

58. Send the Commissioner, annually, a dual enrollment plan with each school board in the college district. 6A-10.241(2) and 6A-10.2411, FAC.

59. Send the Commissioner, annually, a report of dual enrollment. 6A-10.241(3), FAC.

60. Send the State Board of Community Colleges, annually, a plan for movement toward educational excellence. 6A-10.243(5), FAC.

61. Send the State Board of Community Colleges, annually, a report of achievement toward educational excellence. 6A-10.243(5), FAC.

62. Report the performance of students to the school districts from which the students graduated. 6A-10.38(1), FAC.

EXAMPLE 2

RATING SCALES COMMONLY USED IN EVALUATION INSTRUMENTS

Outstanding	Good	Fair	Marginal	Not Applicable	Unable to Judge
Always	Usually	Sometimes	Seldom	Never	
Up-to-Date	Good	Fair	Poor	Lacking	
Exceptionally Well	Very Well	Quite Well	Poorly	Very Poorly	
Very Frequently	Quite Frequently	Sometimes	Seldom	Never	
Complete	Much	Some	Little	None	
Never	Seldom	Sometimes	Often	Continuously	
Exceeds	☐	Meets ☐	☐	Falls Below	
Very Well Informed	Well Informed	Limited Background	Poorly Informed	Insufficient Basis for Judgment	
Outstanding	Very Good	Good	Satisfactory	Needs Improvement	
Often	Occasionally	Somewhat	Least Characteristic		
Stimulating	Adequate	Routine	Dull		
Very Considerate	Considerate	Sometimes Intolerable	Inconsiderate		
Very Clear	Clear	Confused	Faulty		
Well Organized	Organized	Lacks Continuity	Confused		
Highly Poised	Poised	Easily Upset			

Also, 5 - POINT SCALE 0 - 5

or 5 - 0

EXAMPLE 3

DISTRICT BOARD OF TRUSTEES OF

EVALUATION OF THE PRESIDENT

FOR PERIOD OF

I. EVALUATION FACTORS S = Satisfactory NI = Needs Improvement NO = No Opinion	S	NI	NO
A. Board Relations			
1. Keeps the Board adequately informed of College operations and activities on an ongoing basis.	—	—	—
2. Provides the Board with needed information soon enough to be read and assimulated.	—	—	—
3. Appropriately carries out the directions of the Board.	—	—	—
4. Relations with the Board are honest and forthright.	—	—	—
B. Community, State, and National Relations			
1. Provides effective institutional representation in community relations.	—	—	—
2. Effectively interacts with community organizations in a leadership capacity as appropriate.	—	—	—
3. Maintains appropriate state and national professional affiliations.	—	—	—
C. Fiscal Operations			
1. Develops sound financial plans and operates the College in a financially prudent manner.	—	—	—

2. Is concerned about audit criticism and responsive to correcting deficient areas. ___ ___ ___

3. Maintains effective and legally sound purchasing procedures. ___ ___ ___

D. Instructional and Student Services Programs

1. Identifies, understands, and implements the academic mission and goals of the College. ___ ___ ___

2. Effectively establishes, organizes, and operates instructional and student services programs. ___ ___ ___

3. Is responsive and innovative with respect to changes in the community and in the delivery of educational services. ___ ___ ___

4. Maintains appropriate academic standards. ___ ___ ___

5. Understands and appropriately responds to the needs of students. ___ ___ ___

E. Personnel/Human Resources Operations

1. Maintains effective working relationship with College employees. ___ ___ ___

2. Recommends the hiring of individuals whose abilities are well suited to their positions. ___ ___ ___

3. Effectively delegates responsibility to appropriate staff. ___ ___ ___

4. Engenders the trust and confidence of staff. ___ ___ ___

5. Willing to make difficult personnel decisions. ___ ___ ___

F. Leadership

1.	Able to communicate and implement decisions.	___	___	___
2.	Able to handle crises.	___	___	___
3.	Able to initiate new ideas and change.	___	___	___
4.	Demonstrates a leadership style that inspires others.	___	___	___
5.	Demonstrates effective short and long range planning.	___	___	___
6.	Engenders confidence as an educational leader.	___	___	___
7.	Exhibits a high level of knowledge and and understanding of a comprehensive community college.	___	___	___
8.	Fosters a high level of credibility in the community.	___	___	___
9.	Identifies and analyzes problems and issues confronting the College.	___	___	___
10.	Identifies potential areas of conflict.	___	___	___
11.	Incorporates the ideas of others in the decision making process.	___	___	___
12.	Provides effectively maintained college facilities and seeks needed funding for future construction/renovation.	___	___	___

II. GOALS, OBJECTIVES, AND AREAS OF CONCENTRATION:

A. Overall statement regarding the accomplishment of goals, objectives, and areas of concentration for this evaluation period.

It is our perception that the following have been accomplished during :

1. The college has been reorganized into a one-college functional management structure.

2. A marketing plan has commenced.

3. A human resource plan is in the beginning stages of development.

4. The college budget has held costs as closely as possible and will come in at the end of the fiscal year well within the revenue projections and under the early projections of last year.

5. A strategic planning process has begun and will be completed during the academic year.

6. Retention efforts have been significantly expanded.

7. Minority student programs have been given greater attention and will be examined more fully during the year.

8. A cooperative spirit has been developed with other colleges and universities in the area.

9. Considerable attention has been devoted to improving college relationships with community agencies, the general public and the media.

10. Considerable attention has been devoted to improving internal relationships from the President's Office with students, staff and faculty.

B. Goals and Objectives to be accomplished during the next evaluation period, :

1. Complete the strategic planning process.

2. Begin a planning process for institution-wide documentation of outcome and evaluation of administrative effectiveness.

3. Complete and implement the marketing plan immediately.

4. Complete the County educational planning.

5. Plan a process of reduction of employees to meet budget restrictions.

6. Implement a broader-based Foundation private fund-raising drive.

7. Develop a public affairs plan for the institution.

8. Implement totally the reorganization of the college.

9. Identify new educational programs to be considered for development.

10. Complete research on the impact of minority programming.

11. Implement the student success project.

12. Implement a three-year data processing plan, with priority emphasis on an information system.

13. Continue retention planning efforts.

14. Complete the human resource plan.

15. Continue to improve college communication internally and externally.

C. Areas of concentration for next evaluation period, :

1. Placing more emphasis on management training, team building and setting accountability standards for all parts of the college.

2. Recognizing that he cannot be everywhere and do everything, the President should give personal attention to his time management and priority setting.

3. Developing more team spirit within the "one college" concept.

4. Getting over the adjustments created by reorganization i.e., displaced employees, new responsibilities and higher expectations.

5. The President should get more exercise to keep up his hectic pace and to keep his weight within healthy limits.

III. TRUSTEES' CONCLUSIONS AND RECOMMENDATIONS:

President strong performance during the past twelve months has confirmed the search and selection process of our Presidential Search Committee. He has satisfied any possible concern as to whether he could successfully transfer his talents and capabilities from a smaller challenge in to the large multi-campus challenge which is Junior College at He has also satisfied any possible question as to whether he would be tough enough to make and implement the difficult decisions which the Trustees knew would need to be made. He has handled the transition in superior fashion while maintaining an excellent working relationship with the Trustees.

In conclusion, the Trustees confirm that a most fortunate and appropriate selection was made in naming as our new permanent President. We give him high grades for his performance during and we look forward to working with him in carrying out the mission of Junior College for all of the people of Florida.

IV. PRESIDENT'S COMMENTS:

V. SIGNATURES:

COMMUNITY COLLEGE
Evaluation of President

RATING SCALE: Excellent (5), Good (4), Average (3), Below Average (2), Poor (1)

A. PROFESSIONAL QUALIFICATIONS		
Factor	Rating	Comments
1. Engenders confidence as an educational leader		
2. Exhibits a knowledge and understanding of a comprehensive community college		
3. Symbolizes the qualities of the college to the community		
4. Demonstrates a leadership style that inspires others		
5. Is open-minded about suggestions for improvement		
B. PERSONAL QUALITIES		
1. Is enthusiastic; enjoys and shows interest in responsibilities		
2. Emotional adjustment: is calm, poised, and mature in reactions		
3. Expresses ideas well; is easily understood		
4. Sensitivity to people: deals with them tactfully and understandingly; is respectful in human relations		
5. Vision and courage to stand by fundamental beliefs and to deal straightforwardly with problems		
6. Sense of humor: ability to see humor in a situation; appreciates a joke even at own expense		
7. Perspective: recognizes own strengths and limitations		
8. Farseeing: uses initiative in daily planning as part of long-range planning and goals		
C. ADMINISTRATIVE DUTIES AS SET FORTH IN BOARD OF EDUCATION REGULATIONS		
1. Board meetings: attendance, record keeping, etc.		
2. Custodian of college property		

SHCC Evaluation of President - page 2

3. Plans for college programs a. Long-Term b. Annual		
4. Establishment, organization, and operation of programs, classes, and services		
5. Personnel a. Recommendations b. Directing		
6. Attention to student welfare		
7. Instructional programs: recommendations		
8. College plant: recommendations and execution of plans		
9. Financial matters: recommendations to assure adequate educational programs		
10. Enforcement of laws and rules		
11. Professional and general improvements		
12. Maintain records of absences of college personnel		

Apparent Strengths: _____

_____

_____

Areas for Improvement: _____

_____

_____

General Comment: _____

_____

_____

Overall Rating of President During Past Year: Excellent (5), Good (4), Average (3), Below Average (2), Poor (1)

5 ___ 4 ___ 3 ___ 2 ___ 1 ___

Chairman, District Board
of Trustees
Community College

Dear

At the Board meeting, you asked that I coordinate the evaluation of the President since it has been our practice over the years for the immediate past chairman to do this task. I am pleased that all Trustees participated in the process. The same questionnaire that we used last year was handed out to Board Members at the meeting and approved by the Board for use this year. Those questionnaires were returned to me, and I have prepared the following report after discussing the matter with . I have organized the report by summarizing comments made by the Board Members on all 12 items on the questionnaire.

1. Comment on the President's leadership in establishing and maintaining a high level of academic excellence for the College.

   Every Trustee feels that has done an excellent job in this area. Several Trustees made reference to Community College consistently being in the top level within the CLAST scores. Therefore, my comment would be that we are satisfied with the academic achievements of our students under leadership.

2. Comment on the President's leadership regarding involving the citizens of our districts in the College on advisory boards, student recruitment, scholarships and the Foundation.

   The comments are all very positive with the outstanding feature being leadership with the Foundation and the terrific work he has done helping to develop the Foundation to the wonderful organization we have today. There was one comment concerning increased enrollment in that we should be using all employees and Board Members helping in this area. Also, we should be working towards having a district-wide sports program as we may be losing some outstanding students to another area community college because of this. The other outstanding feature is our scholarship program that has developed to attract the top ten percent of the graduates from the area. This has helped in many ways particularly increasing our academic standing throughout the system.

3. As a Trustee, give your opinion of the College's long-range planning as it relates to facilities, programs, personnel, or any other area you may wish to note. It is the President's responsibility to make long-range planning recommendations to the Board.

   All comments concerning this question were very positive in that does have a plan for the future of the College. Most of the specific comments pertain to the facilities, such as the accomplishment of the LRC on the Campus and possibility of funding for an Campus LRC this year. One Trustee commented on the possibility for the plans for the development of the area and the site as a possible central location for the District Office.

4. Make any comments you wish regarding the Presdient's recommendations regarding the financial aspects of the College.

   Again, these comments have all been on the positive side expressing the pleasure that is so well informed as far as the financial aspects of our College and presents this information well to to the Trustees. One comment commended on how well we are doing financially in spite of the State funding formula.

5. Make any comments about Equal Access/Equal Opportunity Programs.

   All of these comments gave very strong support to and the staff's efforts concerning the EA/EO programs. We always make progress and are one of the leaders among the community college system. However, one of the Trustees did point out the need to employ more minorities in the area of our faculty. This Trustee went on to comment about understanding the difficulty in finding competent minorities available to fill these positions.

6. Are the President's recommendations adhering to the district-wide philosophy of the College? If your answer is no, please give specific examples to support your position.

   All of the Trustees responded affirmatively on this question with two Trustees making further recommendations. One discussing the recomemndations to centralize the operations in Also, one Trustee complimented on the effective emphasis that has been placed on curriculum to meet the most of the educational needs in the district.

7. Make any comments relative to the President's recommendations concerning developmetn of vocational and occupational programs.

   Again, all comments were favorable, however, one Trustee did not answer this particular question. The remaining Trustees said they think leadership in this area is very good and he uses advisory boards and keeps up with national surveys on projected employment needs.

8. Make any coments related to the President providing information and recommendations to the Board.

   Every Trustee was very positive in their comments concerning making information available to the Board Members. One Trustee commented, "We get more than we ask for." One Board Member felt that Trustees should spend more time studying the information provided to them. Another Trustee commented about the possibility of sending a brief weekly newsletter to the Trustees giving information on the President's activities for the week as well as any agreements that have been negotiated. Another Trustee commented, "The President provides information very promptly; this is done by telephone, correspondence and the agenda delivered by the courier."

9. Does the President efficiently carry out the Board policy? If no, please explain specific examples to support your position.

   Everyone agreed that carries out Board policy. Six answered with one word answers, "Yes" and two others complimented him on the fact that he carries out policy very well.

10. List any specific concerns that you have concerning the President's performance.

    There were absolutely no concerns about the President's performance and one Trustee commented that, "He does too much for his own physical well-being." One commented, "No concern, he is doing well."

11. Review the attached Job Description which outlines all the duties in the State Board of Education Rule 6A-14.262. Indicate any area where you feel the President is not meeting standards concerning these duties.

    Everyone answered that is filling his job description completely. One commented that based on their observations, the President is meeting or exceeding these standards.

12. Any other comments.

    The following are actual comments made by Trustees:

    gives us excellent leadership. He is constantly looking ahead for new and better programs and methods to update our curriculum. I feel that we are fortunate to have him as our President.

    "As in the past, I give high marks for the job he does as our President."

"I feel Board Members should be more active in supporting the College activities throughout the district. has done an excellent job of providing leadership for the College. I hope he continues for many, many more."

In summary, all the comments were positive. It has been a pleasure to serve in this capacity, and I will be happy to answer any questions that the Board might have concerning this evaluation at the Board meeting. may wish to comment on some of these at future meetings also.

Sincerely yours,

Trustee, Past Chairman

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